

the association president can provide a list of former members of the unit, many of whom will be happy to write, share photographs, and furnish information. Additionally, if a unit historian has an opportunity to meet face-to-face with former members of the regiment, he will gain much by interviewing these eyewitnesses to the unit's history. (For more help, see also "Unit Histories: A Guide to the Agencies That Can Help," by Major Glenn W. Davis, *INFANTRY*, January-February 1987, pages 13-14; and letter, *INFANTRY*, July-August 1987, page 4.)

INFORMATION

As soon as the historian has collected some information about the unit's history, he should begin disseminating it within the unit. He might establish a column in the unit's newsletter, if it has one, and develop a fact sheet that focuses on significant events in the unit's history for use by promotion and soldier-of-the-month boards. He can prepare short lessons to share at a unit award ceremony or during professional

development training. In addition, he should keep the former members of the regiment informed about the current unit.

A unit historian can create many opportunities for soldiers to develop esprit. Here are some examples of history-related projects:

- Develop a display containing photographs of the unit, past and present.
- Create a wall commemorating the soldiers of the unit who have given their lives to secure the freedom the unit's soldiers enjoy today.
- Build a display honoring the former soldiers of the unit who have earned the Medal of Honor or the Distinguished Service Cross.
- Display photographs of the Distinguished Members of the Regiment and highlight the contributions these soldiers have made to the unit.
- Include former members of the unit in newsletter mailings and invite them to social functions.
- Have the soldiers in the battalion send Christmas cards to former members of the unit to ensure that they are remembered during the holiday season.
- Sponsor visits to the unit so that

former members can see first-hand what their unit is doing today.

Through an aggressive unit history program, today's soldiers can gain a meaningful relationship with those who preceded them. Through photographs, letters, and direct contact with the former members of the regiment, a unit can develop a stronger sense of itself, at the same time learning much useful information. When conducting after action reviews of simulated combat battles, the unit can draw upon the actual combat experiences from its past to illustrate key points.

A good unit history program should focus on the element that is universal and central in war—the soldiers who serve. A unit historian who is energetic and hard working can help create a sense of esprit in a unit, and as a unit develops esprit, it becomes stronger and more combat-ready.

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COOP

The Commander's Organization Orientation Program

CAPTAIN MARK W. McLAUGHLIN

A professional officer, when the time comes for him to take command, wants to be as well prepared as possible. Many articles are written on the subject of preparing to assume command, but they normally concentrate on the change-of-command inventory and the unit's transition from one commander to another.

They seldom mention another aspect of assuming command—understanding the senior commander's intent, policies, and procedures, and what he expects.

A new company or battalion commander will receive an in-briefing from his senior commander, of course, but the discussion probably will not include

the requirements of day-to-day activities and reports. Each unit has policies and procedures that have developed through habit, location, and mission, and its commander's intent and interpretation of Army policies and procedures. To be effective, an incoming subordinate commander must learn to use and under-

BRIEFER	SUBJECT
Executive Officer	<p>Commander's philosophy and leadership concept. Command and staff relationships. IG and command inspections and the latest results. Officer Professional Development Program. Unit tours and social events. Maintenance program. Safety program.</p>
S-1	<p>Strength management policies and procedures (daily status, PAI, SIDPERS). Personnel management policies and procedures (EERs, awards, promotions, NEO). Legal policies and procedures (administrative actions, Article 15s, traffic points). PAC procedures (personnel actions, hours). Publications management and administrative support. Unit safety program. NEO program. Promotion status.</p>
S-2	<p>OPFOR intelligence briefing (SAEDA, GDP). OPSEC policies and procedures. Physical security/crime prevention. IPB of GDP sector.</p>
S-3	<p>Commander's training philosophy and guidance. 18-month overview of training events. General Defense Plan and War Plan overview. Unit battle drills and alert procedures. Unit-particular training events, procedures, and philosophies. CCT, SQT, EIB, EFMG testing procedures. Training aids, areas, support requests. NCO school policy (BNCOC, PNCOC, ETS). Special training opportunities. APRT procedures and daily PT activities. NBC policies and procedures. Off-duty education policies. Partnership activities. Post support schedule and requirements. Ammunition allocations. Training budget.</p>
S-4	<p>Supply policies and procedures. Local purchase procedures. Property book management. Commander's guidance on inventories, accountability, surveys, and inspections. Inspection procedures of sub-unit areas (supply rooms, mess facilities, support). New equipment fielding. Report of survey procedures. Change-of-command inventories.</p>
BMO/BMT, if separate	<p>Maintenance policies and procedures. ADAP procedures. PLL procedures. Dispatching procedures. Drivers training and awards program.</p>
Senior Medical NCO/PA/MD	<p>Sick call procedures. Profile policy. Weight control program. Drug and alcohol program. Hearing conservation program. Field medical support.</p>
Command Sergeant Major	<p>Policies and procedures of unit NCO corps. CSM procedures with sub-unit senior NCOs. NCO professional development program. Senior NCO assignment program.</p>

stand these unique procedures.

The Commanders Organization Orientation Program (COOP) was developed in the 1st Brigade of the 1st Armored Division to introduce incoming battalion commanders to the policies and procedures followed within the brigade. It has also been adapted to other levels of command and for other purposes such as a junior officer professional development orientation of staff functions or an in-briefing for new staff officers.

Most new company commanders, for instance, are selected from among the staff officers within a battalion, but they are not likely to be as familiar with the command policies or procedures as they need to be to function as effective commanders. A former battalion S-4 may well know the commander's policies on supply and procurement, but he probably will not have concentrated on the requirements for the unit training schedules or the procedures for handling the communication operation instructions or the promotion roster.

Under the COOP program, the executive officer or senior NCO of the new commander's unit schedules a series of briefings for him before he assumes command, preferably all on the same day. An example of the subject areas that might be covered is shown here.

A briefer must remember that an incoming commander will meet many new people, learn many new facts, and therefore should not be expected to remember everything he hears. Accordingly, much of the material—such as SOPs, policy letters, or other documents—must be in the form of handouts. (Handouts also keep a briefing short and save time.) A briefing session should include an introduction to the key personnel and a short tour of the work places but should not be used as a social call.

Through such briefings, a new commander can be indoctrinated into the way things work on a daily basis. Each staff officer will have a chance to emphasize the areas he thinks the new commander should know about. The command sergeant major will also have a chance to talk to the new commander from an NCO's point of view. And the

executive officer will have an opportunity to watch his staff organize and prepare a briefing and to redirect priorities for them as needed.

This program has proved quite useful

for orienting new commanders at company and battalion levels, for in-briefing senior level staff officers, and for helping to see that a staff has its priorities in the best order to support the commander.

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48 Hours

Fighting the Reserve Component Battle

CAPTAIN GERMAN J. VELEZ

One Army—One Standard. This is the motto that combat arms commanders, whether Active Army or Reserve Component, must set as a goal for their units' training. As the time margin between mobilization and battlefield commitment shrinks, achieving combat readiness, particularly in the Reserve Components, is the highest priority. The units that survive the confusion and physical exhaustion of the first battle of the next war will be the ones that have trained their leaders to be fighters, not training managers.

What makes this such a challenge is the relatively small amount of time a Reserve Component company commander has that can be used for actual training. For example, an urban-based unit such as the 2d Brigade, 42d Infantry Division, in New York, has only ten training days a year for ARTEP training aside from the annual training period, which is set aside for ARTEP evaluations. And too often, training restrictions such as the lack of suitable training sites close to the armory further reduce the usable time in a 48-hour weekend training period to six or eight hours.

To make better use of those 48 hours, a commander must take several steps. First, he must look at an upcoming ARTEP weekend not as a training event but as the first battle of the next war his

company will fight. Then he must train to win that battle.

About 60 to 90 days before the drill, he should review his mission essential task list to see which ARTEP missions and sub-tasks his company needs the most work on—for example, a platoon defense, or a movement to contact and hasty attack. Next, he must select the platoon that is to be tested and advise that platoon leader of the ARTEP mission he is to perform. He might decide, for example, that his 1st Platoon will conduct a platoon defense, and he will task organize the rest of his company to oppose that platoon.

CHALLENGE

In effect, he challenges one of his platoon leaders to battle. Then, forced to rely on his capabilities and those of his platoon to accomplish his mission, the platoon leader can use the remainder of the time before the drill preparing his platoon for its mission.

The company commander should select a training site that will allow his units to maneuver in both daylight and nighttime conditions. He should then have his first sergeant prepare a roster of the people who will not be available for training (because of schools, medi-

cal restrictions, driver training, and the like). Soldiers listed on this roster can be used as drivers to transport the troops and for other support details such as KP and guard duty. In the meantime, the company executive officer—working with the supply, training, and administration sergeants—hammers out the administrative details to support the mission. This frees the commander and his leaders to concentrate on the upcoming battle.

Finally, the commander should coordinate with his battalion headquarters for a controller-evaluator team to control the play during the exercise. (Instead of setting up the training schedule to run from 0700 to 1700, a commander should schedule his exercise—minus support, administrative personnel, and drivers—to run from 1200 Saturday to 0600 Sunday.)

The exercise should be conducted as it would be at the National Training Center with free play between the sides. The time for meals, resupply, and rest would be dictated by the tactical situation that the company commander controls and stimulates from his command post. By creating as realistic an environment as possible, he can expose all the elements of his command, from platoon leader to rifleman, to the shock and confusion of battle. This also allows